

FORCE READINESS COMMAND

300 East Main Street
Suite 1100
Norfolk, VA 23510
757-628-4856

Mission: **Prepare the Workforce by providing**

- Clear Tactics, Techniques and Procedures
- Relevant Training
- Quality Assessments

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Submit articles, pictures and story ideas to:

LT Heather Bacon-Shone
FORCECOM External Affairs
Heather.R.Bacon-Shone@uscg.mil

FORCECOM NEWSLETTER

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FROM THE COMMANDER



Greetings:

We have been extremely busy throughout Force Readiness Command, and I appreciate your great work.

Dr. Brignoni and I just returned from the Spring Flag Conference and Commandant's Change of Command ceremony. It was a great opportunity to honor Admiral and Mrs. Papp's service to our country and our Coast Guard and thank them for their many contributions. It was also an opportunity to welcome Admiral Zukunft as the 25th Commandant of the Coast Guard, and to hear about the direction he will lead our Coast Guard over the next four years.

If you have not done so already, please read his [Direction](#), which includes three guiding principles: Service to Nation, Duty to People, and Commitment to Excellence.

We have entered the spring/summer transfer season. While I cannot personally recognize everyone that is leaving Force Readiness Command or our Coast Guard, please know how much your contributions are appreciated. Within our senior leadership, we will wish fair winds and following seas to Capt. Willy Wolter (FC-P), Capt. Tom Maine (ATC Mobile), and Capt. Andrea Marcille (Leadership Development Center). Each of these senior officers has enjoyed extraordinary careers with remarkable contributions to our service.

Keep up the great work!

FROM THE CMC



Recently I was discussing FLAG VOICES 415 & 418 with a small group of sailors—men and women of varying pay grades and ranks. Their initial reactions to these recent changes to the re-enlistment and substance abuse policies ran the gamut from denial, to anger, to enthusiastic approval.

Change disrupts the status quo and can be difficult to accept. People resist change for all sorts of reasons:

they're not clear why the change is happening or what it's supposed to accomplish; no one has explained how it will affect them personally; they see no personal gain from it; or they may stand to lose something from the change. As a group, we took a second look at the FLAG VOICES and Shipmates 28 in order to understand their vision.

The Expectancy Theory says that people respond in kind to the way they are treated. If we expect, value, and reward high performance, our shipmates will raise their performance to match. As they become more competent, their confidence grows, encouraging them to raise the bar for themselves further in a "virtuous reinforcing cycle."

Our Coast Guard Ethos and Core Values are clear and repeatable expressions of a universal vision of high moral standards. At FORCECOM, we reiterate these expectations through our culture of respect, and through the high standards of performance and behavior we set both for our own personnel and for those we prepare for operations.

FORCECOM ACCOMPLISHMENTS

In 2nd Quarter FY14,
FORCECOM...

- Executed 4 exercises.
- Produced 1 revised and 5 new Tactics, Techniques, & Procedures documents.
- Conducted 165 assessments.
- Graduated 307 recruits.
- Convened
 - 27 A-School courses with 332 graduates
 - 456 C-school courses with 4,642 graduates
- Delivered 268 E-Learning Courses with 174,137 graduates.
- Provided \$1.4M in Tuition Assistance, supporting 1,349 personnel, 2,736 courses, and 8435 credit hours.

INTEGRATED PROCESS TEAM MEMBER IN THE SPOTLIGHT

Ms. Mimi Boran, Performance Analyst, FC-Pp

Force Readiness Command's Tactics, Techniques, and Procedures Division, FC-P, prepares the workforce by developing current, useful, and accessible TTP for operational and mission support tasks.

Each TTP document is created by an Integrated Process Team, a group of subject-matter experts and stakeholders from throughout the Coast Guard guided by the FC-P staff.

This quarter, Scott Elphison, Senior Marine Inspector and lead instructor at the Coast Guard's Cruise Ship National Center of Expertise in Fort Lauderdale, Fla., is the featured IPT member.

The Cruise Ship NCOE was established in 2008, to provide the Coast Guard and the marine industry an exclusive global source of unsurpassed expertise and support. The CSNCOE promotes field consistency and proficiency, conducts a field assessment program and basic training, contributes subject-matter expertise, and helps develop policy, procedures, and training.

Mr. Elphison, a 25-year Coast Guard veteran, specialized in marine inspections and vessel construction before retiring as a Chief Warrant Officer. His areas of expertise include vessel design and construction, shipboard engineering systems and environment systems, and compliance. He also holds an associate of applied science degree in marine environmental sciences from the University of Phoenix.

Mr. Elphison's extensive experience made him an ideal content leader for the Foreign Passenger Vessel Examiner Tactics, Techniques, and Procedures Integrated Process Team. Mr. Elphison skillfully led the team, whose publication was recently signed and promulgated. The FPVE TTP is an essential guide to help examiners conduct an efficient, holistic review of required equipment and systems. It can be accessed within the Coast Guard intranet in the FORCECOM TTP Library.

Bravo Zulu to Mr. Elphison for his diligence and leadership!



Members of the Cruise Ship National Center of Expertise, left to right: Cdr. Bradley Clare, Lt. Michael Metz, Mr. Scott Elphison, Mr. Brad Schoenwald, Mr. Jason Yets, and Lt. Cdr. Eric Allen.

CORE VALUES: JUST A STATEMENT? OR PRACTICED PRINCIPLES

AMT2 Darrell Linders, ATTC Elizabeth City

Let me be the first to say I love this organization, and I believe the good outweighs the bad. But when the bad does occur, unfortunately it can overshadow the good.

From the beginning, we are taught Honor, Respect, Devotion to Duty. I remember having to memorize the words at boot camp, but do we practice it now, in our everyday duties?

When I hear words like "sexual assault," "inappropriate workplace behavior," and "locker-room mentality," I worry that some of our shipmates' Core Values are falling by the wayside.

We depend on our Chiefs to be strong and united in reinforcing Core Values, but Chiefs can't fix everything on their own. We need to be stronger 1st- and 2nd-

class petty officers. We are the **PROFICIENCY IN LEADERSHIP** heart of the Service and often

have the most direct impact on junior sailors' actions. We need to be the ones making sure the Coast Guard's Core Values remain the guiding principles in our daily lives.

HONOR—Serving this country is a privilege; you joined of free will. Honor our profession: our Coast Guard family is larger than any one individual. No matter your rating, we all serve one purpose: accomplishing Coast Guard missions. Imagine what would happen if we spent more energy making our shipmates look good, instead of focusing on ourselves. Be proud of what we do. Rise above the poor choices you may see; remind your shipmates of our proud heritage. Be proud of all those beside you in the "long blue line."

RESPECT—I hear it all the time: *We've become too sensitive; we can't have fun anymore. We're all adults, we can handle it.* But I challenge you: if you can only have fun at someone else's expense, who's really the adult in the room? How does being disrespectful better our service or make you a better leader? The answer: it doesn't. Disrespect and bullying have no place among our Core Values. It's our duty as 1st- and 2nd-class petty officers to maintain a professional work environment. Junior sailors look to us to set the example: we must "do as we say" and "do as we do."

DEVOTION TO DUTY—Advancement is always wonderful! It's a pay raise and more authority...but with that authority comes more responsibility. The Coast Guard doesn't advance us because they feel they owe us more money. We're advanced to step up into a higher leadership role. It's our duty, as we climb up the ranks, to hold our shipmates to the highest standards of conduct, on and off duty. If we all did this, we could make our workplace somewhere our shipmates want to come to—not a place to get away from. Who wants to be the reason someone left the service? We should each work hard every day to be the reason our shipmates want to continue serving.

INSTRUCTOR IN THE SPOTLIGHT

DC1 Lisa Zammiello



Editor's note: This profile is part of a series highlighting FORCECOM's outstanding personnel. We will be featuring those who go above and beyond to help prepare our workforce and shape the future Coast Guard. Petty Officer 1st Class Lisa Zammiello is a senior instructor at Training Center Cape May, and helps lead the unit's Firefighting School.

Interview & photo by CWO Donnie Brzuska, TRACEN Cape May

What made you decide to become an instructor?

I actually didn't put in for this billet. I was stationed at Industrial down in Portsmouth, Va., and after Coast Guard Modernization, my billet was turned into a civilian job. The assignment officer told me he was going to keep me in Virginia since I literally just transferred from Homer, Alaska, (I was there less than a year), but that didn't happen. I opened up my email one day, and there were my orders to Training Center Cape May, N.J.!!

What do you find most motivating as an instructor?

This is by far the most rewarding and humbling job I've had so far in my Coast Guard career. I have grown tremendously as a leader and petty officer. I know how much the recruits enjoy the practical portion of basic training, and I really enjoy being a part in that. Also, seeing the recruits go from train wrecks to actual squared-away military members is rewarding to me. Especially when I get to shake their hands at grad, and they tell me "thank you" for everything that I've done.

What are some of the lessons learned from your students?

The biggest lesson I've learned working with the recruits is that patience goes a long way. Also, there's no such thing as a stupid question.

Where do you want to go for your next assignment, and how will this tour as an instructor help you in your career?

I recently submitted my package for company commander school because I've really enjoyed being a part of recruit training and I'm ready to take it a step further. Being already instructor qualified will definitely help because public speaking isn't something that gives me cold sweats anymore.

Share a memorable "sea story" from being an instructor, or, describe the most significant challenge you have overcome.

It's hard to pick one thing out in particular. Just when I thought I've seen everything, the recruits surprise me with something else!

Describe some new or innovative methods or equipment you are using in the classroom.

I try to get the recruits involved as much as possible to keep them engaged. Not so much with equipment, but more so in discussions and hands-on evolutions.

How do you keep current, teaching students the most up-to-date information and skills they will need?

I've always been one to do my research. I stay up to date with the subject matter we teach via the Coast Guard web and other sources.

Are there specific experiences, skills, or knowledge you found helpful in this tour as an instructor?

Being an experienced damage controlman has helped with my tour because I am able to relate a good majority of the subject matter I teach to the recruits using a lot of sea stories and examples from the fleet.

What would you say to someone who is considering a tour as an instructor?

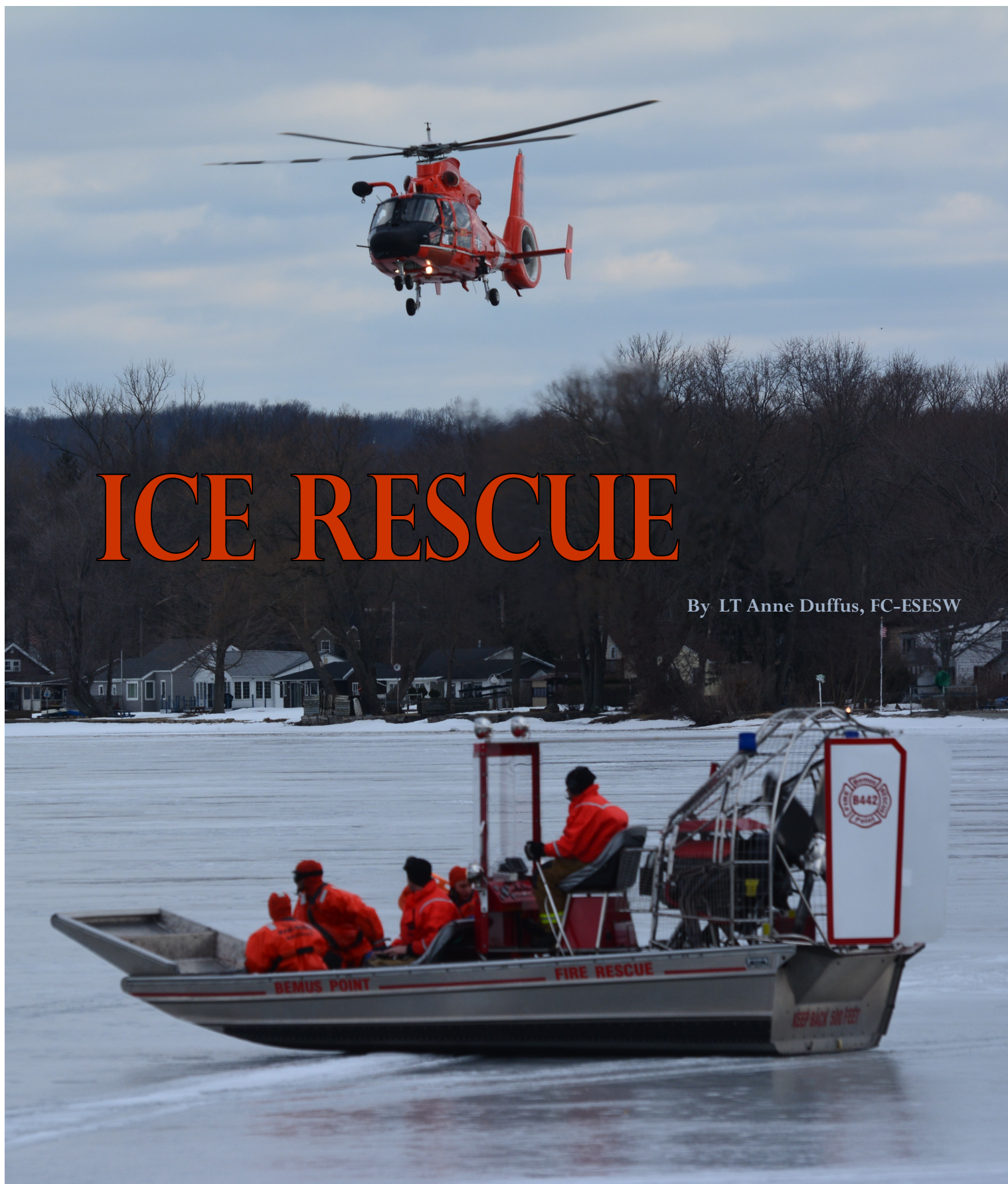
It's not for everyone. You have to want to do the job because the recruits can tell when you don't want to be there. Even though I never saw myself doing this job and I didn't have a choice, I made the best of it, and it's been one of the best experiences in my career.

Who would make a great instructor? What would you say to encourage them to pursue duty as an instructor?

If someone has a passion to help others and wants to be in a leadership position, then being an instructor is definitely a good job to add to the resume.

ICE RESCUE

By LT Anne Duffus, FC-ESESW



For the past five months, FORCECOM's Exercise Support Branch in Washington, D.C., has worked closely with District Nine to design and carry out two Mass Ice Rescue exercises.

The FORCECOM Exercise Support Team collaborated with District Nine planning staff, Sector Buffalo, and the Chautauqua county Emergency Management Services on these exercises. Planning began in September 2013, leading to a tabletop exercise in December 2013 and a full-scale exercise on Feb. 22, 2014.

The exercise scenario involved a commuter jet that experienced severe icing shortly after takeoff, crashing into the ice-covered Lake Chautauqua in upstate New York with 40 passengers onboard. On impact, the aircraft separated into three sections, breaking through the ice. Three local ice-fishermen were among the casualties.

Forty "passengers" were removed from the ice by the ice rescue teams using airboats, hovercraft, and sleds; the Coast Guard helicopter hoisted the remaining three. Through outstanding teamwork and close cooperation, the response agencies rescued or recovered all 43 "casualties" from the ice in just over an hour from the time the first units arrived on the scene.

FORCECOM's exercise support team prepared audiovisual products, facilitated all planning meetings, developed all exercise documents, and created an after-action report with lessons learned.

The exercise support team enabled us to accomplish a successful tabletop exercise that, in turn, guided a successful full-scale exercise, said Mr. Julius Leone, Director of Emergency Services, Chautauqua County, N.Y. "It took the efforts of a large and robust exercise planning team to ensure both [exercises] were a success."

**"THERE HAS BEEN A REPORT OF A
COMMUTER JET CRASH IN BURTIS
BAY, LAKE CHAUTAUQUA, N.Y.
ALL AVAILABLE ICE RESCUE UNITS
ARE DIRECTED TO RESPOND."**



Ice rescue teams from Sector Buffalo coordinate with the Chautauqua County Emergency Management Services to rescue "victims" trapped in icy waters during a mass ice rescue exercise, Feb. 22, 2014. (Photo by Amy McVaugh)

A mass rescue effort with specialized skills and significant coordination was necessary—over 30 federal, state, local, and non-governmental agencies and organizations participated in the exercise, including over 300 volunteers from surrounding communities.

Five ice rescue teams from local agencies led the response, assisted by Coast Guard ice rescue teams from Station Buffalo and Station Erie and a HH-65C "Dolphin" helicopter from Air Station Detroit.

The exercise validated and tested five response plans. Additionally, the joint training and exercises enabled local Coast Guard units to build relationships with their communities, which is crucial to fostering trust and improving capabilities. Most importantly, planning and practicing a response like this ensures that when an actual incident occurs, responders can act immediately and decisively. Collaboration is critical to success and can make the difference between lives saved and lives lost.

Previous page: LAKE CHAUTAUQUA, N.Y.—An HH-60 from Air Station Detroit and the Chautauqua County ice rescue team head for the scene of a simulated commuter jet crash as they prepare to rescue "victims" trapped in icy waters, Feb. 22, 2014. The units were participating in a multi-agency mass ice rescue exercise. (Photo by Amy McVaugh)

REAL FIRE INSPIRES EXERCISE



by J. R. Stafford, FORCECOM
Exercise Support Branch Alameda

On May 20, 2013, at about 3:20 p.m., Coast Guard Sector Columbia River received a distress call from the 314-foot fishing vessel Arctic Storm, located about 32 miles west of Grays Harbor, Wash., reporting an uncontrolled fire in the engine room.

Luckily, the Coast Guard's skilled response with two helicopters from Air Station Astoria, a 47-foot Motor Life Boat from Station Cape Disappointment, and two additional MLBs from Station Grays Harbor, along with the fishing vessel's rapid damage control, ensured the survival of all 120 people on board.

But what if this had become a mass rescue operation instead?

Recognizing how potentially serious an incident like this could become, a FORCECOM Exercise Support Team worked closely with planners from Sector North Bend to "replay" the Arctic Storm fire—except this time, *with* casualties. This would be an ideal scenario to test the mass rescue operation portion of the sector's response plans.

For several months, the exercise support team and Sector planners worked with Lincoln County, Or., Emergency Manager Virginia Demaris and others in the response community of Newport, Or., to build a tabletop exercise around this scenario. Other surrounding agencies and responders were invited to participate and contribute to this community effort.

Exercise planners created the simulated fishing vessel Santo Poko, based on the real-life Arctic Storm, which—like its model—would carry an imagined crew of 120 in the scenario. But the Santo

Poko's crew wouldn't fare as well in the exercise: several would be presumed missing, some severely burned, and many with serious injuries sustained. In the exercise as in real life, each mariner had to be accounted for when departing the stricken vessel—and all the way to the hospital or on-shore reception area.

The exercise successfully brought together large numbers of first responders and members of the surrounding community. The exercise support team guided the group in reviewing and improving organizational charts, communication plans, staging areas, unified

response activities, and accountability methods. The exercise was an outstanding opportunity for federal, state, and local responders to iron out

inconsistencies in their response plans prior to an actual mass rescue operation in Newport.

Many in the community felt the Arctic Storm fire was a sharp wakeup call for the types of problems a fish-processing vessel might face. The exercise support team saw it as a good inspiration for what the Newport emergency response community should prepare for.

As any responder will tell you, it's too late to start building relationships when a crisis is already underway. That's why FORCECOM's exercise support branches work every day, all year long, to help operational units throughout the Coast Guard build networks with their local response community counterparts—so when the real crisis hits, they're ready to save lives.

**"MAYDAY, MAYDAY, MAYDAY!
WE HAVE AN UNCONTROLLED
FIRE BELOW DECKS!"**

ASTORIA, Or.—Commercial fishing vessel Arctic Storm experiences an engine room fire approximately 32 miles west of Grays Harbor, Wash. (U.S. Coast Guard photo by Michael Wunderle)

ASK THE ADMIRAL!

Admiral Buschman answers frequently-asked questions about the “C” School prioritization process.

Q: Why did FORCECOM prioritize “C” Schools?

A: We spend about \$40M a year on “C” Schools. Due to last year’s budget constraints, including sequestration and travel ceilings, we could not continue to fund all the courses we had in the past, so we needed to prioritize them.

Q: Who led the process? Who else was involved?

A: The FORCECOM training staff (FC-T) came up with an initial prioritization list using the guidelines in the Performance, Training, & Education Manual, and then worked with headquarters program managers to refine the list.

Q: How did they identify & rank-order the categories?

A: The overall goal was to ensure Coast Guard men and women could continue to perform their missions. Based on that, the team came up with four criteria for prioritizing “C” Schools: Priority 1 was required by law, regulation, or policy—if there’s a law or specific Commandant requirement for the training, we have to make sure we fund it. Priority 2 was training required for people to safely perform an operational job or position; Priority 3 was training required to perform a support job or position; and Priority 4 was training for professional development. Our staff worked closely with headquarters program managers to prioritize the schools and, in many cases, changed the initial prioritization based on their feedback. I also asked for input from Coast Guard senior leaders—Flag Officers, SES [Senior Executive Service], and the Gold Badge network—to ensure we got this as correct as possible.

Q: When a “C” School didn’t make the “cut” for funding, does that mean the training wasn’t necessary?

A: Not necessarily – the overall goal was to make sure Coast Guard personnel could safely perform their missions. If a course didn’t make the cut, it didn’t mean it wasn’t necessary. It meant, in the short term, we had to find a way to prioritize, so we could still perform our missions. In some cases, certain courses did not make the cut because, as we closely examined them, they didn’t strictly meet the definition of a “C” School: specialized training based on clear requirements formally established by a Coast Guard headquarters program manager, with formal curriculum. So we found some things – and that doesn’t necessarily mean they weren’t important – but we found that some things we were funding as “C” Schools in the past didn’t formally meet the requirements for “C” Schools.

Q: Will Priority 4 “C” Schools ever be funded?

A: Yes. In fact, they are being funded right now. As we worked through this process, we carefully looked at our costs. About four months into the fiscal year, we looked at our funds and travel ceiling usage rates, and realized we could fund some Priority 3 and 4 “C” Schools. Schools we could not afford in FY13, we’re funding now. We’ll continue to evaluate whether or not something actually meets the definition of a “C” School. If it doesn’t, it will be up to the program manager to determine if should continue to be funded.

Q: What should a member or command do if they feel they aren’t getting the training needed to do their job?

A: Use their chain of command to notify Force Readiness Command so we can take a look at it. Also, use the Silver Badge or Gold Badge network – that’s very effective in getting information to us.

Q: Will the prioritization decisions ever be re-evaluated?

A: Yes, we are re-evaluating them as we speak. We prioritized “C” Schools last year based on travel ceilings, sequestration, and other fiscal constraints. It looks like we’ll be under some fiscal constraints for the foreseeable future. The decisions we made last year were the best for the short term. Now, we’re going to take a look at whether those are the correct decisions for the long term. I’ve chartered a team to look at this, to develop and evaluate our prioritization matrix, and come up with a new matrix for the long term. The team includes program managers, both LANTAREA and PACAREA, and the Coast Guard Auxiliary—“C” Schools are also very important to our Auxiliarists.

Q: What was the best outcome of this process?

A: The best thing is that, in an extraordinary budget year, we’ve been able to keep providing the most critical training for Coast Guard personnel to safely perform their missions. We’ve also identified certain things, that, when budget times were a little more generous, we funded as “C” Schools—when they were not, in fact, “C” Schools, and shouldn’t compete with actual “C” Schools for critical and scarce training funds.

Q: Are there plans to repeat this process elsewhere?

A: Yes. This is a process that’s defensible, repeatable, and transparent, and includes input from program managers and the field level to make the best decisions in a time of constrained resources. So we intend to use this process as much as we can. For example, with advanced education and senior service schools, where again, due to budget constraints, we’ve had to prioritize funding. We’re using the same sort of process so we can get program manager and field-level input to make the best decisions for the Coast Guard in a constrained resource time.

Q: What can Coast Guard personnel do to help out?

A: I want to encourage everyone to make full use of the training quotas available. Every empty seat is a training opportunity lost. While we’ve had to cut some courses due to funding, when a unit or member cancels their training allowance, they’re essentially cutting their own training—particularly when those quotas go unused. Our historical average quota utilization rate was 85%—which meant a lot of seats were going empty. Recently, this number has gone up—to date this fiscal year, we’re at 91% utilization, which is a huge improvement and represents fewer lost training opportunities. These courses have been prioritized as the most important in preparing the workforce to carry out Coast Guard missions, so please help me out by filling every available seat! We don’t want to leave any money or training opportunities on the table.

AWARDS FOR EXCELLENCE IN HUMAN PERFORMANCE TECHNOLOGY

Every year, the International Society for Performance Improvement recognizes excellence in Human Performance Technology through the Award of Excellence program. In 2014, two FORCECOM units earned a total of four ISPI Awards of Excellence for their outstanding work. Please join me in congratulating the many deserving personnel behind these accomplishments!

Midgrade Officer Career Transition Course (Leadership Development Center)

In response to 17 studies indicating a need for Coast Guard officer professional development, the Midgrade Officer Career Transition Course was developed and piloted in 2012.

MOCTC's 43-week curriculum supports lieutenant commanders (O-4s) and mid-grade civilians as they transition from technical experts to organizational leaders. The course incorporates web-based assignments and resident training in New London, Conn., and Washington, D.C.



INDIANAPOLIS – Lt. Cdr. Matthew Chong, of the Training Center Petaluma Performance Systems Branch, accepts four International Society for Human Performance awards on behalf of TRACEN Petaluma and the Leadership Development Center, April 14, 2014. (U.S. Coast Guard photo)

Major themes of the course include leadership, critical and strategic thinking, organizational and external awareness, and workforce management. Leadership coaches support students' growth as they apply class lessons to their real-world work. MOCTC's unique approach enables students to apply new knowledge immediately, and to build skills within their workplace.

AN/SPS-50 Surface Search Radar Course (Training Center Petaluma)

Four months ahead of schedule, TRACEN Petaluma piloted and started delivering a 10-day course for the AN/SPS-50 radar, which is replacing older models on approximately 100 cutters across the Coast Guard.

This training is unique, because it is completely lecture-free. Students learn entirely from job aids and hands-on training on the exact same radar equipment installed on cutters; instructors role-play helpdesk technicians for equipment failure scenarios.

In conjunction with this course, the Coast Guard has developed an equipment support plan, job aid websites, and centrally-managed databases to log maintenance and repair activities fleetwide. After graduating from this course, students use the databases to view recent configuration changes and suggest changes to maintenance procedures,

keeping techniques relevant and adaptive.

Independent Duty Health Services Technician Course (Training Center Petaluma)

Petaluma's new IDHS course revolves around the expected routine of an independent-duty HS aboard a major Coast Guard cutter. Tasks normally conducted daily at sea, students conduct daily in the classroom. Weekly tasks are performed weekly, and monthly tasks, monthly. Infrequent and emergency tasks are assessed at random intervals throughout the course, helping students experience the dynamic nature of IDHS duties.

PROFICIENCY IN CRAFT

The new course format reduced lecture time by more than 85%, and replaced cognitive, knowledge-based tests with structured homework, instructor demonstrations, hands-on practice with instructor feedback, and performance-based assessments. The redesign, and particularly the level of real-world simulation, introduced a needed component of complexity not present in the previous course.

Permanent Party Orientation Program (Training Center Petaluma)

Two separate Training Center Petaluma climate surveys highlighted concerns about unfamiliarity with unit policies, ineffective communication of unit policies, and a feeling that policies were not being uniformly applied or enforced across the unit workforce. These issues were of particular concern due to the TRACEN's large student population. The unit's Leadership and Diversity Advisory Council targeted the unit's check-in process for improvement.

Replacing a single checklist that was not always tracked to completion, TRACEN Petaluma created a full-day orientation class with job aids, to give new arrivals all the information they need about base policies and programs within the first two weeks of their arrival at the unit. This new orientation program will impact over 100 personnel annually.



by LCDR Travis Collier, TRACEN Petaluma

OCCUPATIONAL ANALYSIS TEAM KEEPS RATINGS CURRENT

CWO3 Mike Martin, Performance Technology Center, Yorktown, Va.

As the newly-approved Diver (DV) rating stands up, the Occupational Analysis team at FORCECOM's Performance Technology Center is likewise gearing up to support it.

Just as they've done for 21 of the Coast Guard's 22 other ratings (all except Musician), the OA team will identify the new rating's core tasks in order to provide recommended Rating Performance Qualifications for advancement.

Based in Yorktown, Va., the three-person OA team helped implement the new Enlisted Rating Advancement Training System. But even before ERATS, the OA process was used to establish and validate requirements for advancement. Occupational analysis data is the first step in reviewing and modernizing each enlisted rating.

Then, the Rating Force Master Chief helps identify Accomplished Performers within the rating to assist the team in validating the rat-

ing's current "world of work." We like to say that accomplished performers are the "best of the best" - the shipmates you'd clone if you could.

The accomplished performers review, modify, add and delete tasks to develop a picture of what members in the rating do, and should do, currently. Their information is turned into a survey, which is sent to all members of the rating, to validate and sort the information.

The survey data tells the team which paygrades perform which tasks. Since the RPQs define the core tasks that *everyone* in the rating must perform to advance, the team only recommends including those tasks performed by at least 70% of the members in a particular paygrade. The survey data also helps the team recommend the best way to support the skills and knowledge represented by each task.

The next step is the Rating Training Advi-

sory Council, which reviews the survey data and the team's recommendations to modify "A" school curriculum, rating advancement tests, and servicewide examinations.

Over the course of six months, the OA team works closely with the RFMC, program and training managers, "A" school staff, and course writers (rating knowledge managers) to improve a rating's advancement requirements. In addition to ensuring the RPQs represent real work in the field, the OA reports are a gold mine of information for nonrates deciding which rating to pick. Instead of wondering or guessing, they can read the OA team's report, which is like having a candid interview with every member of the rating!

FORCECOM's OA team helps ensure every enlisted member is optimally prepared to operate in their rating. Their reports are available online within the Coast Guard intranet at FORCECOM's [Analysis Library](#).

ATC MOBILE INVESTS IN THE FUTURE

LCDR Catherine Carabine, ATC Mobile

On Dec. 5, 2013, Aviation Training Center Mobile received the Torch Team Hero's Award as part of Mobile County Public School's Liberty Learning Foundation Super Citizen Program.

The award recognized the personnel at ATC Mobile for their exceptional commitment to the educational advancement of local youth. ATC was nominated by third-grade students at Eichhold-Mertz Elementary School.

ATC Mobile began its Partnership in Education relationship with the 510-student school in 2011.

As part of the program, unit representatives work one-on-one with Eichhold-Mertz third-graders for one hour.

Volunteers helped the students read, reinforced their comprehension with quizzes, and oversaw their computer-based testing. ATC's commitment and weekly investment helped 20 students significantly improve their Accelerated Reasoning test scores.

But the greatest impact was the immeasurable contribution to the students' lives that

ATC personnel made as role models, mentors, and caring community members.

ATC also maintains weekly partnerships with three other local schools. For over a decade, ATC personnel have assisted at

Denton Middle School. This year, ATC volunteers are helping five teachers, teaching 7th and 8th grade math, 7th grade social studies, and 6th and 8th grade special education.

ATC Mobile's weekly contribution of 20

service hours reaches more than 250 Denton students.

Committed to maintaining partnerships at every level, ATC also supports the Junior Reserve Officers Training Corps programs at LeFlore and Baker high schools. ATC personnel provide weekly educational instruction to JROTC classes to prepare students to take the Armed Services Vocational Aptitude Battery (ASVAB) test.

Additionally, to instill the value of community service in the students, ATC Mobile coordinates a joint Habitat for Humanity build, which enables JROTC students to give back to their community.

ATC Mobile's Partnership in Education program, 46 members strong, is overseen by Lt. Christopher Yane, Lt. Ryan Windham, and Aviation Mechanics Technician 2nd Class Katrina Cooley. Their outstanding volunteer efforts inspire others each week to participate in service opportunities to have a lifelong positive impact on local students.



MOBILE, AL. – A third-grade student at Eichhold-Mertz Elementary School reads with assistance from ATC Mobile PIE volunteer Lt. Dakata Brodie, Mar. 12, 2013. (U.S. Coast Guard photo)

**"INVESTING IN
EDUCATION IS ONE OF
THE MOST
IMPORTANT THINGS
WE CAN DO, NOT
ONLY FOR OUR
CHILDREN, BUT FOR
THE BENEFIT OF OUR
WHOLE COMMUNITY."**

-Ed Paster



NORFOLK, Va.—RDML Buschman presents the Coast Guard Commendation Medal to Chief Petty Officer Donald Jeffrey in an emotional ceremony for his heroic rescue of the man to his right, March 25, 2014. While driving home, off-duty, MKC Jeffrey witnessed a serious car accident, serving as first responder and taking immediate action to save this man's life. He continued to provide emotional support to the man's family throughout his recovery. (U.S. Coast Guard photo by Lt. H. Bacon-Shone)



PORTSMOUTH, Va.—Master Chief Jeffrey Sherman, FORCECOM Command Master Chief, recognizes Petty Officer 1st Class Wesley Mundy for his selection as the Coast Guard's 2013 Reserve Enlisted Petty Officer of the Year. Mundy serves as an expeditionary warfare instructor at Special Missions Training Center. (U.S. Coast Guard photo by Ensign Jessica Snyder)

AROUND FORCECOM



YORKTOWN, Va.—CWO Michael Lindsay, of the Boat Forces and Cutter Operations Branch at TRACEN Yorktown, stands with his wife, as well as Yorktown Commanding Officer CPT Reed Stephenson and FORCECOM Commander RDML Scott Buschman after receiving the 2013 Swearingin award for outstanding individual achievement in human performance technology. Lindsay helped develop a new Senior Bridge management course and conduct a major overhaul of the Boat Forces Standardization Team assessment process. (U.S. Coast Guard photo)



CAPE MAY, N.J.—Sen. Cory Booker (D-NJ), runs with CPT Prestidge and recruits at TRACEN Cape May, Jan. 11, 2014. Sen. Booker toured the TRACEN with Rep. Frank LoBiondo (R-NJ). (U.S. Coast Guard photo)

TRACEN CAPE MAY WINS CG MWR PROGRAM OF THE YEAR



CAPE MAY, N.J.—Members of Training Center Cape May's Morale, Welfare and Recreation staff, the unit's Morale Committee, and the commanding officer, Capt. Todd Prestidge, accept the award for Coast Guard MWR Program of the Year from Master Chief Petty Officer of the Coast Guard Michael P. Leavitt. The crew of the training center received a plaque and a \$1,000 donation to their MWR program for outstanding achievement in the delivery of MWR programs and services. Some of these achievements include opening a skate park, introducing more teen-oriented MWR activities, and numerous improvements to the unit's MWR facilities. These achievements coupled with unique marketing techniques help Training Center Cape May earn the title as MWR Program of the Year (Coast Guard Photo by Chief Warrant Officer Donnie Brzuska).

LINKS The following FORCECOM-related articles were published this quarter. (Click on the blue text to follow the link.)

- Defense Media Network [story](#) about TRACEN Yorktown's International Training Division.
- U.S. Coast Guard Forum [story](#) discussing use of simulators for training at ATC Mobile.
- TRACEN Petaluma's OSI Megan Vega was featured as the Coast Guard Compass's [Shipmate of the Week](#) for her actions to rescue a neighbor from a house fire.
- LT Christopher McCann (FC-Tms) [explains](#) the new ERATS guidelines.
- San Francisco Chronicle [article](#) about TRACEN Petaluma's FS "A" School—with recipes!
- Navy Times [article](#) about Tuition Assistance expansion, with photo by DCI Karl Rebenstorf (SEOPS Portsmouth).
- Cape May Star and Wave two-page article ([here](#) and [here](#)) about first-aid training at TRACEN Cape May
- Grace Magazine [article](#) about the international volunteerism of CDR Mohr, LDC Training Officer
- ATC Mobile's new Facebook [page](#)
- District II blog [post](#) about Women's History Month WAVES event at TRACEN Petaluma.

Please note, inclusion of a link to an external publication does not imply official endorsement by FORCECOM or the U.S. Coast Guard.

Bravo Zulu, Master Chief Lopez!

Master Chief Petty Officer George Lopez, who has served in FORCECOM's TTP branch since 2012, was recently selected to be the next Coast Guard Academy Command Master Chief. FSCM Lopez, who was featured on the Coast Guard [Compass](#) last summer, has served at a variety of units, including Station Annapolis, Recruiter-in-Charge at Recruiting Office Atlantic City, and the CGC Dallas. Born in the country of Belize, Master Chief Lopez's service to his country started with the U.S. Army in 1986; he transferred to the Coast Guard four years later. Service is a family tradition: a son, a daughter, a niece, four cousins, and three nephews also currently serve in the Coast Guard! Pictured to the right is Master Chief Lopez with his niece, HS3 Qarina Moss, during her "A" School graduation. HS3 Moss now serves at Base Kodiak, Alaska.



HEROIC RESCUE: ONE MISSION, MANY LIVES

On February 18, 1952, Boatswain's Mate 1st Class Bernard C. Webber, coxswain of a 36-foot lifeboat, answered a call to duty during a brutal winter Nor'easter off the coast of New England. The storm packed 70-knot winds, 60-foot seas, and skin-piercing snow.

The 503-foot, 10,448-ton tanker *Pendleton*, with a crew of 41 and a cargo of 122,000 barrels of kerosene, was fighting its way through the storm's 70-knot winds, 60-foot seas, and skin-piercing snow, rounding the tip of Cape Cod, Mass.

Just as the sun began to rise at 5:50 a.m., the *Pendleton* broke apart, drowning its captain and seven crewmembers in the forward part of the ship and stranding the chief engineer and 32 other crewmembers in the foundering stern.



The stern of the ill-fated *Pendleton*.

Webber and his three-man crew understood the risk of their mission as they headed into near-hurricane-force weather and waves 40 to 60 feet high in their 36-foot lifeboat, equipped with only a single 90-horsepower gas engine.

With a broken windshield,

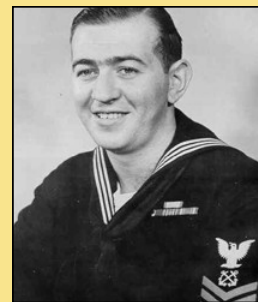
busted compass, unreliable lighting, and a failing engine, Webber and his crew skillfully maneuvered themselves close enough to the *Pendleton*'s stern. They assisted the 33 survivors, one by one, as they climbed down the Jacob's ladder, amidst the violent seas, into the lifeboat's cramped compartment, rescuing the last of the crewmembers just minutes before the rest of the tanker capsized.

The lifeboat and its 37 passengers made their way to safety as a red buoy light guided the path to Old Harbor, Chatham, Mass.

Webber and his three crewmembers received the Gold Lifesaving Medal for this heroic rescue.

In 2012, the Coast Guard commissioned the first of its new Sentinel class of 154-foot Fast Response Cutters the *Bernard C. Webber*, as the first in a line of ships named after enlisted Coast Guard heroes.

The *Bernard C. Webber* is homeported in Miami, Fla. With a crew of up to 24, the ship independently conducts missions including fisheries patrols, drug and illegal migrant law enforcement, search and rescue, national defense operations, and ports, waterways, and coastal security.



BM1 Bernard C. Webber

by Ms. Paula Ross, FC-P

**PROFICIENCY
IN CRAFT**